

The thursday report

IN THIS ISSUE:

Fair Exchange.

The first international poetry exchange between Canada and Great Britain will bring British poets C.H. Sisson, Geoffrey Hill and Brian Patten to Concordia next week. See page 3.

What's happening?

Turn to page 8 for a complete list of things to do on both Concordia campuses this week. Don't miss the new classified section.

Once more with feeling.

The Institute of Community and Public Affairs is the newest "smaller unit" to be approved by Senate. No other University in Canada has an integrated academic community and public affairs program where the graduates are expected to be bilingual. The text of the proposal placed before Senate last week is on page 4.

Concordia in brief.

A quick look at the interesting things Concordia people and departments are doing can be found each week in At A Glance. On page 6.

Sharpen your paintbrushes, aim your cameras, it's arts fest time again!

It's time once more for undergraduates to get into a creatively competitive mood and prepare for the fourth annual Festival for Creative Work in the Arts. Complete details on page 3.

Senate Deals with Cheaters BUREAUCRATS SCHOOL GETS APPROVAL

By Mark Gerson

The Institute of Community and Public Affairs, Concordia's fifth "smaller unit" was endorsed by Senate on Friday and now goes to the Board of Governors for final approval. (See page 4 for text of the proposal).

At the same time, the proposal for a college of self-directed learning was tabled and turned back to the Senate Committee on "Colleges" for further study.

There was no opposition by Senate to the principle of a community and public affairs institute and most of the discussion on the motion revolved around the French title of the institute and curricular matters.

The use of the word "gestion" in Institut de gestion communautaire et publique was regretted by a number of Senators who felt the term, which translates as "management", was misleading. Thus, the concern also that the English and French versions of the name are not identical.

Professor Albert Jordan defended the French version of the title stating that it was "not a translation but an equivalent". Dean Simon suggested it be changed to Institut de service communautaire et publique or that the English be given to the Office de la Langue Française for translation. Professor Robert Wall reminded Senate that "in approving this we are not approving titles. The title will be looked at before the proposal is presented to the Board."

There was some feeling by Senators, based on the sample programs outlined at the end of the document, that the program was too tight, leaving little room for areas they felt should be covered and for electives.

Senators also wanted to be reassured that the program would be bilingual in practice as well as in theory and that the program be tailored to the needs of the public service.

During the Question Period, Professor Mair Verthuy expressed "concern about the non-functioning of

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ART DEVELOPS CHILDREN

By Michael Sotiron

"Art makes children conscious of their environment. This means that they might do something about it."

This observation comes from Frank Barry, Director of the Faculty of Fine Arts Saturday morning art classes for children. He commented on some of the advantages of the classes.

"The classes are unique in that we avoid all the problems of art education in the public school system, which are over-organization, discipline, lack of

time and materials."

Each class lasts two hours and contains a maximum of 12 pupils. The smallness of the classes and their lengthy duration ensure that teachers give an adequate amount of attention to their pupils thus eliminating discipline as a problem.

Moreover, he adds that:

"We don't have to chop art classes into short sections to fit some giant

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SENATE

Cont'd from page 1.

the shuttle bus after 3:30 p.m. (from Loyola).

"I realize it would be expensive," she said, "but it is an extremely important element in bringing the two campuses together."

Student representative Bob Cannon reminded Senate of the CCSL (Concordia Council on Student Life) recommendation that shuttle bus service be extended to 7:30 p.m.

Professor Kathy Waters felt that the simple addition of a 4 p.m. bus from Loyola would help in the scheduling of meetings.

Dr. John O'Brien replied that the shuttle service is on a list of items to be "looked at in the budget revisions for the coming year which will be taking place in the coming weeks."

Professor Robert Lambert's question on the status of the Rector's committee on services for handicapped students, faculty and staff elicited a promise from Dr. O'Brien to look into the committee's progress.

Other business at Friday's meeting included the ratification of the final version of the academic regulations regarding undergraduate cheating, discussion of the academic regulations regarding undergraduate plagiarism and passage of the University Curriculum Coordinating Committee's recommendations on competence in written English.

The cheating document received little discussion as the version up for approval differed only marginally from that approved last year and sent to legal counsel for review.

Most discussion on the plagiarism regulations concerned the procedures, the sanctions (the same as those for cheating) having been summarily approved for submission to the calendar office.

Professor Robert Curnew was concerned that the latitude given the individual instructor to decide that no further action is necessary "leads to inequities in terms of the treatment of students."

"Students are concerned that others are getting away with plagiarism," he said adding later that he was "more concerned with equity within the department and with blatant plagiarism."

Senators seemed to agree that there was no way to guarantee perfect equity but some were afraid that individual instructors might decide not to proceed with a plagiarism case because they were unwilling to become involved in the process.

Professor Verthuy disliked "the insinuation of cowardice if one doesn't

lay a charge. When one considers the stress students are under," she said, "I don't think it's a question of cowardice but of compassion. In many cases a quiet discussion in the professor's office will solve the problem."

The subject of what to do with a student who submits the same paper to two different courses was brought up by Divisional Dean June Chaikelson, who reminded Senate that the item had been brought up during discussions on cheating and had been referred to the plagiarism deliberations.

There was sharp division during this prolonged discussion between those professors who believed the practice was permissible and should be encouraged and those who believed it was wrong.

An amended set of regulations, based on these discussions, will be presented to Senate next month.

The UCCC recommendations on competence in written expression (outlined in last week's TTR) received little discussion despite warnings by Dr. O'Brien and Professor James Whitelaw that in passing the recommendations "Senate would be stating that instructors do have a responsibility" for the written expression of their students.

"This could be just one more document in the archives," said Dr. O'Brien. "I don't want Senate to pass this without realizing what it is doing. A major effort should be made if this is passed."

An attempt by Divisional Dean Maurice Cohen to include an amendment that would require that "a percent of the grade in any course be given to written expression" did not meet with the approval of many Senators and was not seconded.

Some professors were prepared to include written expression in their grading scheme but felt they needed some official backup.

"What we need is some sort of statement that would allow us to use written expression as a determining factor," said Professor Lambert.

"If it's a choice between highly literate mediocrity or semi-literate excellence, I would go for the latter in my discipline," said Professor Curnew.

The recommendations were passed and now go to a committee chaired by Divisional Dean Akin and comprising English Department and TESL Centre members and other interested and qualified university personnel for implementation.

Senate meets next on October 6 in a special session dealing with curriculum changes.

A & S GENERAL MEETING

General meeting, faculty of arts & science:

Procedures for the consideration of contract renewals, promotions and merit, full-time faculty members.

A general meeting of the full-time faculty of the faculty of arts & science will be held on *Friday, September 29, 1978 at 2:00 p.m.* in the *F.C. Smith Auditorium, Loyola Campus*, to decide on the process to be used at the departmental level for consideration of contract renewals, promotions and merit. For full-time faculty members.

Maurice Cohen
Dean, Division III

NADER RAIDS CONCORDIA

By Mark Gerson

Ralph Nader came to Concordia last week armed with a message for the 700 students he addressed.

"Here at school you can use the resources to make a contribution to the community," he said. "Your years here are priceless. You may never again be as free from occupational limitations to make a contribution."



Ralph Nader

He urged students to use the power they hold collectively. "You've got to ask yourself individually: 'do I count?' If 20 million individuals say 'what can I do?' then 20 million individuals have no power and you have no democracy."

Students should "wed idealism and education" and become involved in public issues that are related to their area of study, he said.

Student power, along with investigative reporting and the process of

litigation, can force corporate disclosures and can contribute to the controlling of corporate power, said Nader.

Nader spent much of his 90-minute talk on the problem of the abuse of power by giant corporations. "What happens," he asked, "when a country gives up its power to institutions that are amoral? Is the giant corporation in its present form suitable to lead our society?"

"More and more these companies have pervaded power way beyond the boundaries of the marketplace," he said adding that they have undertaken "systemic control of politics" and have penetrated our educational systems and church institutions. This has resulted in the mercantile system being "raised to a pedestal."

One of the more harmful byproducts of this, said Nader, is that "we are forced by a one-sided communication system to look at products through the eyes of the seller rather than through the eyes of the consumer."

He cited cars as an example, calling auto advertising "exquisite psychological manipulation."

The difference between most cars is "as broad as the difference between Tweedledum and Tweedledee" said Nader. The only difference is in styling.

"Stylistic pornography" he called it. These features may be harmful from a consumer viewpoint but they are lauded by the manufacturer.

We look at crashes the way the

Continued on page 7.

BRITISH TRIO READ

British poets C.H. Sisson, Geoffrey Hill and Brian Patten will present a "trio-reading" at Concordia next week.

The Concordia reading at 7:30 p.m. on October 3 in Loyola's Vanier Library Auditorium is the second stop on the poets' Canadian tour which is being organized as part of the First International Poetry Exchange between Canada and Great Britain. Michael Ondaatje, Earle Birney and P.K. Page are representing Canada in the U.K.

"Unmistakably a master" is how The Times of London described C.H. Sisson. "His language, imagery and cadence are...precise, haunting, enigmatic."

Sisson's publication include the poetry collections *In the London Zoo*, *Numbers* and *Metamorphosis*, the



Geoffrey Hill

novels *An Asiatic Romance* and *Christopher Homm*, the play *The Rope* (commissioned by the National Theatre) and numerous translations and essays.

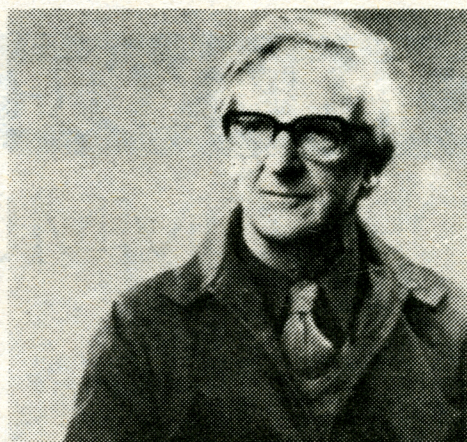
He is Associate Editor of *PN Review* and is currently working on a translation of Dante.



Brian Patten

Geoffrey Hill, currently a Senior Lecturer in English at the University of Leeds, has won many awards for his poetry including the Gregory Award for Poetry, the Hawthornden Prize, the Geoffrey Faber Memorial Award, the Whitbread Poetry Award, the Royal Society of Literature Award and the Alice Hunt Bartlett Award.

Among his poetry collections are *For the Unfallen*, *King Log*, *Somewhere is*



C.H. Sisson

such a Kingdom: *Poems 1942-1971* and *Tenebrae*. His adaptation of Henrik Ibsen's *Brand* was produced by the National Theatre this past spring.

Brian Patten is a chief contributor to the revival of poetry readings in England and has read at many European poetry festivals.

The London Tribune described him as a "young poet who catches well the adolescent atmosphere and rush of all-night parties...snatched love affairs. The intelligence and humour of his poetry is infectious."

Patten is as well known for his children's books and his recordings as he is for his poetry. His most recent works are the poetry collection *The Sly Cormorant and the Fish* the children's book *Mr. Moon's Last Case* and a recording with singer Cleo Laine.

The poets' tour is organized by the League of Canadian Poets and sponsored by the Department of External Affairs, Concordia's English Department and the University Visiting Lecturers Committee.

Sexual Film Themes Explored

The films *Scarecrow* and *Montreal Main* will be screened tomorrow as part of a seminar being organized by the Visual Arts Division and the Cinema Students Association.

"Sexual Ideology and Film" is the theme of the seminar and the topic of a talk by noted British film critic, Robin Wood.

Wood's analysis will concentrate on "the ideological mechanisms that preside in the relationship between men in Jerry Shatzberg's *Scarecrow* and Frank Vitale's *Montreal Main*."

Scarecrow will be shown at 11 a.m. in H-435 and again at 4 p.m. in H-920. *Montreal Main* will be screened at 1:15 p.m. and 6 p.m. in H-920. There is no admission charge.

Robin Wood has written extensively on Hitchcock, Penn, Satyajit Ray, Murnau and Godard and is currently Dean of Fine Arts at York University's Atkinson College. He recently completed a series of conferences at the Museum of Modern Art in New York on the American cinema of the seventies. His lecture will take place at 8 p.m. in H-435.

Annual Creative Arts Contest Begins

It's difficult for a university only going into its fifth year to have many traditions. Both Loyola and Sir George have many of their own, but Concordia as a unit just hasn't been around long enough for traditions to develop.

One annual event which looks as though it may become a Concordia tradition is the annual Festival for Creative Work in the Arts.

This is the fourth year that full and part time undergraduate students are being encouraged to submit creations in film, music, photography, playwrighting, poetry, prose, radio, television, theatre, and visual arts to a competition that could earn them certificates and awards of up to \$100 per category.

The procedure is simple. Pick up an entry form and rules sheet at the Hall Building Information Desk or the

Loyola Information Office (AD-105-6) and return it, completed, with your work of art to either location before February 7.

The winners will be announced and selected winning entries will be exhibited or performed at the Festival in March.

The following rules apply for particular categories:

Film: Maximum duration one half hour. If the film is entered by a team, the function of each member should be noted. A film completed within the calendar year beginning March 1, 1978 can be entered.

Music: The entry may be by a person or a group. Includes both composition and performance. For performance, submit a tape recording of not more than ten minutes' duration and the score, if appropriate. *The jury*

may ask for a personal performance or a rendition of the composition.

Photography: One photograph in colour or in black and white, or one photograph in each. The format should be exactly 8 x 10, 11 x 14, or 16 x 20.

Playwrighting: If the play is longer than one act, it should be accompanied by an act-by-act synopsis.

Poetry: Up to five poems may be entered.

Prose: A novel, a short story or a piece of non-fictional prose may be entered. A novel should be accompanied by a synopsis and an indication which two chapters or passages should receive particular attention.

Radio: An audio tape, maximum duration one half hour, or a radio script. If the tape is entered by a team, the function of each member should be

noted. A tape completed within the calendar year beginning March 1, 1978 can be entered.

Television: A video tape, maximum duration one half hour, or a television script. If the tape is entered by a team, the function of each member should be noted. A tape completed within the calendar year beginning March 1, 1978 can be entered.

Theatre: Includes acting, direction, design, etc. Entries may relate to work in production held after September 1, 1978. They should be submitted as soon as possible, in any case before the particular presentation.

Visual Arts: Includes painting, sculpture, drawing, graphics, etc. An entry may consist of one or two pieces of work; if two, they must be in different media. *Slides of larger works are not acceptable.*

FOR THE RECORD:

INSTITUTE OF COMMUNITY, PUBLIC AFFAIRS

On Friday, September 22, Senate approved the Institute of Community and Public Affairs, the fifth "smaller unit" in the Faculty of Arts and Science. The following is the text of the proposal presented to Senate by the Senate Committee on "Colleges".

The fundamental purpose of the Institute of Community and Public Affairs is to strengthen the role of the University in relation to the social, economic, and political environment within which it operates. The Institute is intended to serve the Concordia University constituency by offering an integrated, multidisciplinary programme which will serve them in a direct, practical way as citizens primarily within the Québec milieu.

The object of the College, therefore, is to produce graduates who are equipped to participate fully in the community at the municipal, provincial, national and international levels. The basic thrust of the Institute is to blend vocational and scholarly values so as to produce graduates who are both employable and well educated in a broad sense.

The students enrolled in the Institute will benefit from a unique combination of the following components in their education: 1) a vocationally relevant internship experience, 2) a bilingual (French/English) environment (the Institute setting) in which to pursue their studies, 3) a combination of a major in a discipline and a multidisciplinary focus, 4) a common setting for colloquia and discussion relevant to public and community affairs.

RATIONALE

1. There is a great demand from the community, from students, from government or private agencies for this kind of University programme. The objectives we have outlined are not being fulfilled by any existing Concordia body, or even more important, by any of our sister universities in Québec. A well orchestrated response to these community demands would not only provide Concordia with a unique dimension, but could also greatly strengthen its roots in a rapidly changing Québec environment.

2. By the very nature of the task, existing University structures cannot

adequately meet the objectives set out above, and we have found that the University college system, put forth by the Deans, in February 1977 would be the most suitable vehicle to achieve our goals.

3. In an era of diminishing resources, the Institute would contribute to the reduction of research costs and waste by husbanding resources and talent, by eliminating duplication, by promoting the cooperation of scholars who have been working more or less in isolation from one another in diverse disciplines.

4. The Institute would generate - via its innovative teaching and research programmes - substantial new revenues for the University which otherwise would go elsewhere. Due to its unique nature, the Institute should attract new students to Concordia, which alone would increase revenues. However, we also believe that by the nature of its focus, the Institute could very well become the major vehicle to attract substantial new private and public funding to Concordia. After consulting with government and private granting agencies, we have learned that the "public affairs area" has become the top priority of both government and private sector funding. Most of these funds are currently bypassing this University since we do not have the structures and programmes to utilize them.

5. The Institute could also contribute to the strengthening of existing departmental programmes and courses in the social sciences and other areas. By focusing, or highlighting the resources and courses offered by various departments, the Institute could channel new attention and new students to these programmes.

CURRICULUM GENERAL PURPOSES

The three year academic programme of the proposed Institute of Community and Public Affairs has as its main purpose the education of highly motivated candidates who are fully bilingual for service in various public or private sectors. The proposed Institute is innovative in two specific areas: 1) functional bilingualism at the time of entry, which will be enhanced within the proposed programme of study, and 2) an original academic programme which is multidisciplinary

in approach.

Community and public affairs may, it is obvious, be so defined that a point of infinite expansion is reached. For the purposes of the proposed Institute, and within the limits of the capacities of Concordia University, four specific areas or streams of community and public affairs are proposed, and supported by curriculum proposals.

1. Local Community and Public Affairs
2. Québec Community and Public Affairs
3. Canadian Community and Public Affairs
4. International Community and Public Affairs

Upon completion of one of the proposed programmes, the future candidates may expect to gain employment in government, or community services at the local community level, as well as at the provincial, national and international levels. Further, the graduates of the Institute, should they so choose, may pursue further university degrees.

The validity of any academic programme in contemporary society is multi-faceted. It must meet the educational needs of its future clientele and the society in which they live and work. It must also be academically sound and provide the possibility of degrees beyond the B.A. level.

The immediate and circumscribed political, economic, social and lingual context of Concordia University, and its students, is a society in which the dominant language is French. The proximate, but slightly broader context is both francophone and anglophone. On the national level, in spite of Canada being officially a bilingual country, the socio-lingual reality is overwhelmingly anglophone. On the international level, there are many organizations, communities, societies and nations in which the *lingua franca* is either English or French. It is, therefore, to the academic, personal and professional advantage of the clientele of the proposed Institute that its programmes be oriented towards a mosaic concept of education and society.

The socio-lingual context of Concordia University, and its well known commitment to the society in which it exists, is unique. There exists in Québec a larger potential bilingual clientele than in any other areas of

Canada. A larger percentage of residents of Québec are bilingual than in any other area of the country, and this is even more pronounced in Montréal than in other areas of the province. It should also be added that no other University in Canada has an integrated academic community and public affairs programme whose graduates are required to prove competency in both of the official languages of the country.

A mosaic concept of education and society, within a University community, must encompass, at the very least, two important features. The proposed Institute, and its programmes, must provide sound academic and professional training. The programme must provide the means to train the specialist in his or her discipline. The programmes must contain the possibility of pursuing a major, specialization or honours degree as part of the requirements of the B.A., and permit entry into an M.A. programme. This valid educational approach involves educating an individual in one specific area.

A mosaic approach, however, goes beyond the concept of educating one part of an individual: A matrix must be elaborated which will provide the future clientele with a sense of physical and intellectual community which is broader than his or her subject specialization. Part of this sense of community will be acquired within the physical halls of the proposed Institute. A further element will be provided by the bilingual features, both academic and social of the Institute. The proposed curriculum, which involves courses common to all of the students will add that element which will "furnish the halls of the mind."

ENTRANCE REQUIREMENTS GRADE REQUIREMENTS

The grade entrance requirement is a B average standing or its equivalent at the previous educational level. Candidates who wish to enter the Institute will be interviewed personally. Normally, a statistical evaluation of the past academic record will be the point of departure. However, in exceptional circumstances, a candidate who has failed to meet the statistical norm will be admitted on the basis of a personal evaluation of his potential capacities as against those realized in previous studies.

An average B grade standing must be maintained by the candidate throughout his or her programme. This requirement already exists for students accepted into an honours programme. It is not, however, a university requirement for those following specialization or major programmes. The Institute in addition to being innovative in terms of programmes and language requirements will also be innovative in terms of quality of work expected of its candidates and graduates. Candidates who cannot maintain a B average standing will always have the option of continuing in a departmental specialization or major programme.

requirement will be deemed to have been met.

Normally, candidates will *not* be admitted into the Institute until they have met the minimal language requirement. Remedial work should be taken prior to entry. Further, all remedial language courses will be non-credit courses for the purposes of the programmes of the Institute.

Functional bilingualism at the point of entry into a programme of the Institute requires support and enhancement within the programmes themselves, their *perfectionnement* will be tested by an egress exam, both oral and written. The expected level of proficiency will be that set for students

Candidates, as noted, are required to take an oral and written language egress exam. Should the candidate wish to pursue language enhancement courses while a student, he or she will do so on a non-credit basis for purposes of the Institute's programmes. While students would be given credit for these courses, they would not count as part of the requirements of the Cores or Options of the Institute. These courses are not compulsory, and will be taken at the candidates' option. The courses considered useful for enhancement purposes are FRAN. 308, 309, 312, 313, 314, 315, 318, 319; ENGLISH 311, 315.

Inasmuch as functional bilingualism is a point of departure as well as an ultimate end, means must be provided to support the candidates' language skills within the programmes of the Institute. Some common discipline courses, Political Science, History, Economics and Sociology, for example, should be given both in English and French. Written and oral work in both languages will be expected from the candidates in these courses. In addition the module courses and the apprenticeship should be arranged in the language in which the student needs enhancement.

In some selected 300 and 400 courses in the candidate's programme, the submission of work in his or her discipline field should be in both languages. A further means of supporting bilingualism would be the use of invited lecturers or visiting professors in some of the 300 and 400 courses required of all candidates.

The curriculum proposed for the Institute is made up of three elements: a *Core*, a stream of community/public affairs option and a *Discipline* specialization. The core, which is divided into three sections A, B, and C, provides the basic courses common to all of the candidates. The stream or option chosen by the candidate represents his or her area of community or public affairs; i.e. *Local Community and Public Affairs*; *Québec Community and Public Affairs*; *Canadian Community and Public Affairs* or *International Community and Public Affairs*. The third element of the Institute's programme is discipline specialization. Candidates may choose, where such programmes exist, as honours, specialization or major in the following disciplines or subjects: Political Science; History; Economics; Sociology; Urban Studies; Canadian Studies; Translation; Certificate in Community Service.

THE CORE

The core must fulfill a variety of complementary purposes: the academic base required for field specialization; the initiation of the candidate to what

are believed to be four fundamental areas of knowledge necessary to an adequate perception of the society in which he or she will function and work; provide support for the two official languages of the country and, last, but not least, provide an intellectual and physical milieu in which the candidates may develop a sense of community and common purpose. The multidisciplinary approach proposed in Core A will provide the opportunities to achieve these desired and desirable ends.

Core A Requirements: 24 credits: Common Core

All candidates will take the following six courses (24 credits): Economics L209, Introduction to Microeconomics; Economics L210, Introduction to Macroeconomics; History L203, History of Canada, Pre-Confederation; History L205, History of Canada, Post-Confederation; Political Science L220, Canadian Government and Politics; Sociology S210, Introduction to Sociology.

Candidates who have an equivalent course at the CEGEP level may substitute another course in the same discipline.

Core B: 6 credits: Module Course

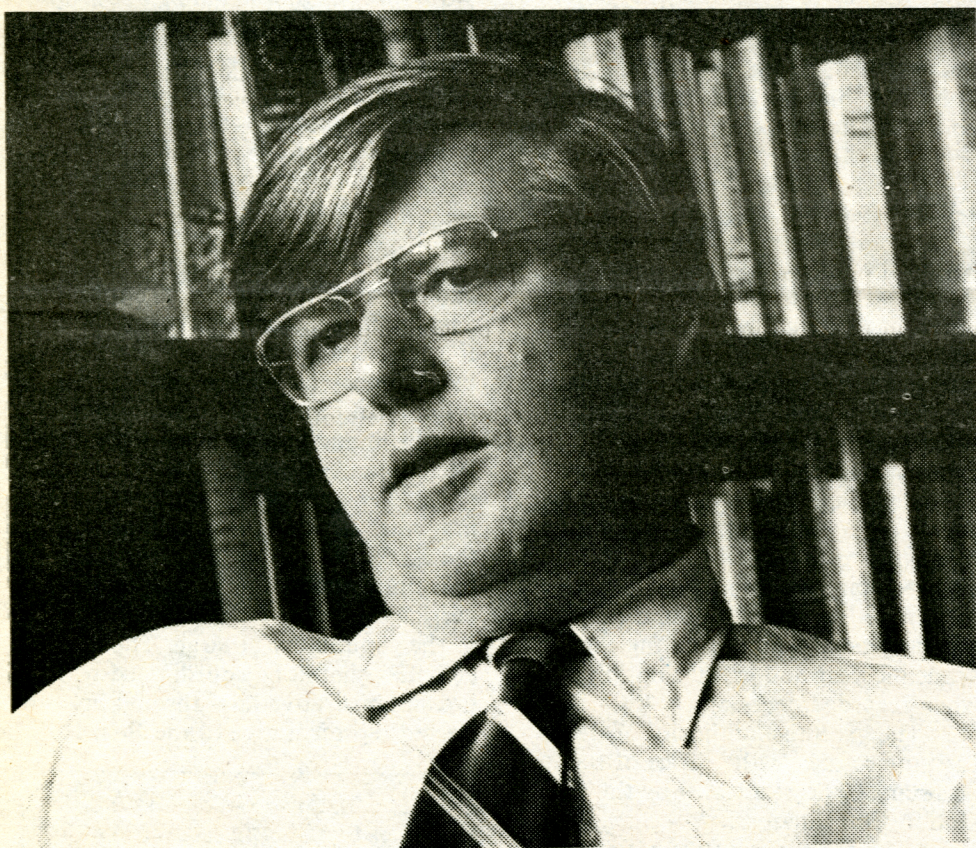
All candidates are required to take the following six (6) credits: Interdisciplinary Studies L491/L493, Advanced Topics in Interdisciplinary Studies. Candidates will normally take L491 in their second year and L493 in their third year. The module will provide the forum for multi or interdisciplinary approaches to the study of policy problems relevant to the four options noted above. Specialists in various areas of community and public affairs will be invited to give conferences, usually on a three week basis, in their areas of competence. Some examples, non exclusive, are: problems of the Third Age; Language and Business; Government Social Welfare Policies; Education and the State; Canada and the Third World, etc.

Candidates would, obligatorily, assist at these conferences and any seminars established by the course director. As well, they would be expected to submit a research essay in their discipline to the department in which they are taking their honours, specialization or major programme.

CORE C: 6 credits: Apprenticeship

All candidates are required to take six (6) credits in their area of discipline specialization from the following courses: Political Science S465; S468, S467; Urban Studies S491, S492; Canadian Studies S411, S412; Sociology S494, S497; Economics S493, S494; History S491, S492.

All of the above courses are ad-



Provost Robert Wall

LANGUAGE REQUIREMENTS

Functional bilingualism, written and spoken, will be determined by an entrance exam and interview. The level of French and English proficiency will be at least that which is the equivalent of Français 202 or English S205 and/or S206.

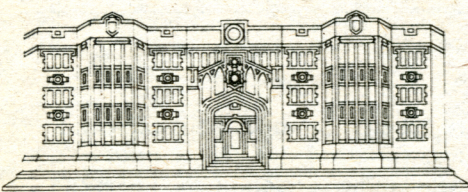
The language proficiency tests will be administered by the relevant language department but final evaluation is the responsibility of the Institute.

Should the language exams, oral and written, indicate that a potential candidate requires remedial work, the candidate requiring a better level of English will take one or more of English S205, S206, S209. Upon satisfactory completion of these two English courses, the language

of Français 300 and English 211.

Proficiency in both languages, as well as being tested by the means noted above, will also be evaluated on the basis of a major piece of written work. This essay, written in English and French will be graded by both a field specialist and a language specialist.

Functional bilingualism as an entrance and egress requirement requires support within the three year programme of the Institute. The two national languages must be integrated into the personal and academic lives of the candidates. Two means are proposed to attain these ends: 1) enhancement courses in both languages must be available to the candidates, and 2) the two official languages must be supported by the Institute's fellows and teachers.



AT A GLANCE

Learning Development Office reminds faculty that the deadline for submitting applications for "improving teaching grants" for the fall term is October 16. These grants are designed to assist faculty in the development and improvement of course materials, course content or methods of teaching. For further information contact L.D.O. at 2492 West Broadway, Loyola or call locals 397 or 695... The folks at the Dean of Students Office at Loyola tell At A Glance that they are finding it difficult to locate students when parents call in an emergency situation. They are encouraging students to leave a copy of their course schedule with their families and to take advantage of the Student Message Service (local 346 or 358) whereby messages from parents and friends are posted at the Dean of Students Office (AD-135)... "A World of Mathematics" is the title of a film series being presented this year by the Math Department and the program development sector of the Dean of Students Office. It comprises a series of eight films on maths and mathematicians which will be presented once every two to three weeks at noon in the Vanier Library Auditorium. For a complete schedule check the events page of *The Thursday Report* or call local 343 or 396... Classes in women's self-defense started Tuesday at Loyola. For information and registration drop by the Campus Centre or call local 330... Cinema student Andjela Milosavljevic's film *L'Instant* was awarded first prize in the Experimental Category at the Tenth Canadian Student Film Festival held August 28-31 at Banff, Alberta. Another Concordia film Maxwell Berdowski's *The Conversation* received a Special Award for Best Screenplay. Concordia's Cinema students had a total of ten films accepted for showing at the Festival. No other college or university had as many films selected for the Festival's screenings... The Loyola quarters of the Mature Student Centre are now open in room 308 of the Central Building. Bill Cozens, Diane Boutilier and Diane McKinney are extending a warm welcome to all older students to visit the centre which is open from 9 a.m. to 7 p.m. Monday to Thursday and 9 a.m. to 5 p.m. on Friday... University Registrar Ken Adams recently announced the following appointments "as part of the continuing re-organization of the

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NEW INSTITUTE

Continued from page 5.

vanced studies in special subjects in a discipline. In fact Core C is an internship programme for credit. The use of such a course within the Institute's programme is meant to serve two purposes: provide the candidate with an opportunity to do an in-depth study in his or her area of specialization and, at the same time, provide the candidate with an opportunity of a practical application of his or her knowledge in the work community, an apprenticeship.

Candidates registered for those courses will be assisted by the personnel of the Institute in finding suitable work. For example, candidates in the translation programme would be expected to work in their area of specialization in government or industry; those in history would be directed towards on-going research projects, the Archives du Québec in Montréal, or the Public Archives of Canada, or one of the reconstitution programmes, such as Louisbourg, or the Saint-Maurice Forges; candidates in other disciplines, Sociology, Economics, Political Science, etc. would be well qualified for finding suitable employment in government and industry.

OPTIONS

Normally, candidates entering the programme of the Institute on the basis of their own interests and counselling, will have opted at the beginning of their first year for one of the following options:

Local Community and Public Affairs; Québec Community and Public Affairs; Canadian Community and Public Affairs; International Community and Public Affairs.

Further, candidates will have indicated their preferred discipline specialization, as well as the programme of concentration: honours, specialization or major. Inasmuch as the grade requirement for the Institute is a B, anyone of these programmes is possible. As well, as noted above should a candidate not maintain the grade requirement, he or she may continue towards a degree outside the Institute, but attached to a department in the specialization or major programmes.

Another feature should be noted: the recommended pattern of first year courses is basically the same for all candidates and all programmes. Therefore, should a candidate wish to change his or her option, it is possible to do so at the beginning of their second year.

The effective result of the Institute's

programmes is to give the candidate an option between an honours or a major concentration. The specialization, in most disciplines, differs from the honours in terms of grade standing rather than course content.

The option chosen by the candidate, honours or major, depends on his or her desire to immediately continue towards a more advanced degree upon graduation, or to terminate their studies at the B.A. level and seek immediate employment. If a candidate plans graduate studies, he or she *must* choose an honours pattern. The obligatory credit components of the Institute plus that of a major will not sufficiently prepare a candidate for admission to a graduate programme. The candidate would, of course, given his or her high grade standing, have the option of doing a qualifying year in a discipline specialization and then go on to graduate school.

GOVERNANCE

1. The center of legislative authority within the Institute resides in the Administrative Council.

1.1 The Council is composed of the following:

- a) Secretary General, as Chairman; Option Coordinators
- b) Resident fellows
- c) Associate fellows
- d) Student representatives in a number equal to fifty per cent of the number of faculty at the Council
- e) A secretary with no voting privileges.

1.2 The Council should meet regularly once a month during the academic year and extraordinarily when regarded necessary.

2. The executive authority of the Institute resides in the office of the Secretary General assisted by the Option Coordinators.

2.1 The functions of the office of the Secretary General involve the following:

- 2.1.1 The implementation of the overall recommendations of the Administrative Council.
- 2.1.2 The supervision of the overall academic development of the different programmes within the school.
- 2.1.3 The representation of the school to other university academic and/or administrative units and to the various community organizations, private and/or public institutions with which the school has established contact.

2.1.4 The Secretary General is responsible to the Provost for the budget and curriculum of the Institute.

2.2 The Option Coordinators are responsible for the implementation of particular recommendations of the Administrative Council as they affect

their option.

2.2.1 They are responsible for the particular academic development of their programme.

2.2.2 An Option Coordinator shall be a fellow.

3. Fellows are initially perceived as being grouped within three principal categories, namely:

- Resident fellow
- Associate fellow
- Visiting fellow

3.1 A resident fellow is a full-time faculty member whose office is located in the school premises.

4. Student organizations are expected to be implemented in order to represent the interest of the school and of the students. The number, nature, configuration and mandate of such organizations are to be decided by the student body when in existence.

5. The school should maintain constant and open links with the community at large. For this purpose the creation of an Advisory Board is recommended.

5.1 The Advisory Board should be formed following criteria ample enough so as to represent the multiple aspects of the province. For example, the Board might include representatives of the public and private sectors who are in turn representatives of ethnic groups in addition to anglophones and francophones.

5.2 The advisory Board has no legal mandate. Its functions are primarily the establishment and the continuing implementation of para-academic (co-curricular) activities linking the school to the community at large. Those activities should be coordinated with the administrative level through its elected representative to the Board.

Under the new university-wide Code of Conduct (Non-Academic), Hearing Boards and Appeal Boards will be set up on both campuses to deal with formal non-academic complaints against students.

The members of each Board will be drawn from a pool of 30 students (15 from each campus), and nominated by a committee of student association representatives.

If you would like to be considered for nomination, please contact the Office of the Code Administrator, located in Room 228B, Hingston Hall, Loyola Campus, between 12:00 and 5:00 p.m. Local 539.

Copies of the Code of Conduct (Non-Academic) are available at the following locations:

SGW Information Desk H-102
Loyola Information Office AD-105
Loyola Office of the Code Administrator HB-228

ART *Cont'd from page 1.*

schedule. Parental encouragement and the lack of time-tabling all help the children to enjoy their classes; and they come back year after year."

For some years now, the Visual Arts Division has been running these highly successful classes. They have been successful because the pupils, according to Barry, become enthusiastic when they are introduced to a real art practising environment such as the Sir George Williams art studios.

"Some of the pupils have been around for quite some time. By the time they are in the more senior classes, they become involved in some of the more sophisticated practices of art. We even have models posing for them."

Importance of Art Education

Professor Barry stresses the importance of art education. It should not be regarded as a frill. Rather it should be considered a basic part of a child's education.

"Art has a good deal to do with the development of a child. It plays an important part in a child's emotional and mental abilities.

"A child who has no opportunity to explain things graphically has to rely on words which we all know can be very ambiguous. The child feels obstructed and frustrated when he cannot explain—due to the lack of vocabulary or some other hang-up. Yet, he might be able to explain these things if he has access to some other form of medium of expression, such as art."

Furthermore, as he points out, children are able to draw long before they talk.

Barry considers it unfortunate that art education is in danger of becoming an endangered species in the curricula of many high schools. He feels that there is a tendency for high school students to become narrowly oriented towards verbal expression. As a consequence, other forms of expression are neglected.

He has little patience for those who question the importance of art education.

"Art has always been important to man, both as appreciation and as activity. Man is a making animal. Often the things that he has created have no direct, immediate purpose. Yet, when we look back at cultures in history, the important things that remain with us are the things that artists have created."

Students teach courses

An interesting feature of the art courses is that all the teachers are third-year art education majors. Teaching the course is an essential part of their programme, but as Barry cautions:



"Not everyone can teach art.

"First of all, you have to like children. Then, you have to respond in a lively fashion to their needs, since the kids we get tend to be fairly active and lively."

Teachers need to have an understanding of the developmental levels of children so it is important, for instance, to know that what is appropriate for a child of six is not appropriate for one of 16.

The courses are highly beneficial to the student-teachers. Although they have had good studio experience and some art education courses, the classes represent their first introduction to the actual practice of art teaching.

"Before they had theory; now they have practice. Here for the first time they have real kids and they face some of the real problems found in the classroom."



Frank Barry

"Each class has a student-teacher who has a student-assistant. The teacher writes out and plans the lesson. Then, he works out the objectives of the class, the nature of the materials and pacing; for example how long it takes to realize the objectives and what kind of conclusion is expected to be drawn from the class.

"There is a lot of shaping," he said, "before we let the teacher loose in the class."

The assistant serves as observer, recording also the actions of the teacher and the responses of the pupils.

Many of the classes are video-taped. After the class, there is a seminar where the art education students watch the videotape, discuss what happened and examine the work done by the pupils.

On October 16, Concordia University will again offer these Saturday morning art classes to children (ages 6 to 16). There is room for 80 pupils, and the cost is \$55 for 16 weeks of instruction.

At A Glance cont'd from page 6.

Registrar's Office. Virginia Bowker is Supervisor-Academic Evaluation, Stan Hill is Records Manager, Jennifer McIntosh is Supervisor-Teacher Certification and Certificate Evaluation, Ted Orr is Supervisor of Information Services—Sir George Williams campus, Beatrice Pearson is Supervisor-Transcripts, Patricia Di Benga is Supervisor-Records—Loyola campus, Rose Johnson is Supervisor-Records—Sir George Williams campus, Marion Neighbour is Supervisor-Graduate Records and Carol Foster is Assistant to the Registrar...

**THANKSGIVING:
NO CLASSES**

Please note that on Thanksgiving Day, Monday, October 9, 1978, there will be no classes in the day or the evening.

Dr. John W. O'Brien
Rector & Vice-chancellor

LETTERS

Dear Sir:

Re "Concept of Fitness Wrong, Says Wright" in The Thursday Report, Sept. 14, 1978, I cannot find any useful information about the right (or Wright) concept of fitness.

The only statement I can find about the concept of fitness is, "You've got to be physically active and maintain a good nutrition level". Both of these components are undefined in the article. With only this information one is not able to know if he is fit or how to become fit.

The article makes the point that many people are uninformed about fitness but does not explain what fitness is. How about an article which tells "what fitness is and what it can do for you.", using the words of Wright who said there should be better public education about this.

I think there is enough space in the Thursday Report both to advertise the achievements of selected groups at Concordia University and, even in the same article, and to inform your readers about the subject, in this case fitness.

A.L. Kipling
Assoc. Prof. of Physics

NADER *Cont'd from page 2.*

manufacturer wants us to look at them," said Nader. "They say it's the nut behind the wheel but there have been 300,000 deaths since 1900 through impaling by the steering column.

"Getting into a Volks beetle is one of the ultimate acts of human courage," he added.

"They can build safer cars that won't cost you more," maintained Nader. The manufacturers could easily build a car that could withstand a 50 mph collision into a brick wall (equivalent to a 90 mph collision into a parked car) that "would leave you walking away worrying about nothing more than your collision insurance!"

A car salesman will always tell you for example, that "the car goes from zero to sixty in 8.5 seconds. You should be asking him how long it takes to go from sixty to zero," he said stressing that "you have to think for yourself as a consumer."

Training yourself to think responsibly from a consumer point of view rather than taking the seller's word doesn't only apply to cars, said Nader, asking the students how many of their dentists don't place a lead apron over them when taking x-rays.

"If you have the slightest twinge of inhibition about asking for the lead apron," he said to the students who raised their hands, "you've made my point."

Page 8. The Thursday Report

The Thursday Report is published weekly during the fall/winter session by the Information Office, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8. It appears monthly during the summer. Circulation for this issue: 7,500 copies. Contributing to this

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EVENTS/NOTICES/JOBS/CLASSIFIED

Events

Thursday 28

VISUAL ARTS

Prof. Jerzy Toeplitz, Head of the Australian Film and Television School, will lecture at 10:30 a.m. in N-323, Norris Bldg., SGW Campus.

SIMONE DE BEAUVOIR INSTITUTE:

Interested students, faculty and staff are invited to an information, membership and event-planning session at its Loyola premises, 7079 Terrebonne, at 3 p.m. today. For info, call Katherine Waters (482-0320, ext. 559) or Irene Devine at ext. 343.

LOYOLA CAMPUS ORIENTATION:

Economics Students Association—Meet the Profs in the Campus Centre Conference, Room 4:30 - 7 p.m.

Biology Department—Meet the Profs at the Jesuit Residence, 8 p.m.

ZETA TAU OMEGA SORORITY (LOYOLA):

All female, full time day students are invited to an information tea from 1 to 4 p.m. in the Canadian Room, Hingston Hall.

CHINESE CHRISTIAN PRAYER GROUP:

Welcome to a gathering from 5 to 7 p.m. in AD-128 (Loyola campus). For info., call 678-6251.

LOYOLA CAMPUS MINISTRY:

Welcome to the Shared Supper tonight and every Thursday at 6, in Belmore House (3500 Belmore). Bring a small contribution of food or drink and make some new friends.

CAMPUS CENTRE

Disco Pub with "Jason & Co." at 8 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART:

"The Paradine Case" (Alfred Hitchcock, 1948) with Gregory Peck, Ann Todd, Charles Laughton and Ethel Barrymore at 7 p.m.; "The Lodger" (Alfred Hitchcock, 1928) with Marie Ault, Arthur Chesney, Malcolm Keen and Ivor Novello at 9:15 p.m. in H-110; \$1 each. SGW Campus.

WEISSMAN GALLERY, GALLERY ONE & GALLERY TWO:

Dennis Burton Retrospective (organized by The Robert McLaughlin Gallery), until October 3.

GAY FRIENDS OF CONCORDIA:

Meeting at 4:30 p.m. in H-621. SGW Campus.

Friday 29

SOUTHEAST ASIAN STUDENTS ASSOCIATION (LOYOLA):

First general meeting at 5 p.m. in the Campus Centre, Conference Rooms 1 and 2.

CAMPUS CENTRE:

Disco pub with "Fantasy" at 8 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART:

"Spellbound" (Alfred Hitchcock, 1945) with Ingrid Bergman, Gregory Peck, Leo G. Carroll and John Emery at 7 p.m.; "Easy Virtue" (Alfred Hitchcock, 1927) with Isabel, Franklin Dyall, Eric Bransby Williams and Ian Hunter at 9 p.m. in H-110; \$1 each. SGW Campus.

ENGINEERING FACULTY COUNCIL:

Meeting at 2:30 p.m. in H-769. SGW Campus.

VISUAL ARTS & CINEMA STUDENTS ASSOCIATION:

Movies - "Scarecrow" at 11 a.m. in H-425 and at 4 p.m. in H-920; "Montreal Main" at 1:15 p.m. and 6 p.m. in H-920. Seminar on *Sexual Ideology and Film* by British film critic Robin Wood at 8 p.m. in H-435; SGW Campus.

MUSLIM STUDENTS ASSOCIATION (SGW CAMPUS):

Friday prayers at 1:15 p.m. in H-333-5.

Saturday 30

CONSERVATORY OF CINEMATOGRAPHIC ART:

"The Lady Vanishes" (Alfred Hitchcock, 1938) with Margaret Lockwood, Michael Redgrave and

Dame May Whitty at 7 p.m.; "Torn Curtain" (Alfred Hitchcock, 1966) with Paul Newman and Julie Andrews at 9 p.m. in H-110; \$1 each. SGW Campus.

Sunday 1

CONSERVATORY OF CINEMATOGRAPHIC ART:

Children's series - Charles Chaplin's short films: "Caught in a Cabaret", "A Jitney Elopment", "A Night in the Show", "Tango Tangles", "Getting Acquainted" and "Between Showers" at 3 p.m. in H-110; 75c. SGW Campus.

CONSERVATORY OF CINEMATOGRAPHIC ART:

"Notorious" (Alfred Hitchcock, 1946) with Cary Grant, Ingrid Bergman, Claude Rains and Louis Calhern at 7 p.m.; "Family Plot" (Alfred Hitchcock, 1976) with Karen Black, Bruce Dern, Barbara Harris and William Devane at 9 p.m. in H-110; \$1 each. SGW Campus.

Monday 2

CONSERVATORY OF CINEMATOGRAPHIC ART:

"L'Atalante" (Jean Vigo, 1934) (French) with Jean Dasté, Dita Parlo, Michel Simon and Gilles Margaritis at 8:30 p.m. in H-110, \$1. SGW Campus.

Tuesday 3

A WORLD OF MATHEMATICS:

"Einstein—The Story of a Man Told By His Friends." A film composed of interviews with Einstein's friends and colleagues, as well as rare and personal material. In Vanier Library Auditorium from noon to 1:30 p.m. Info: Irene Devine at 482-0320, ext. 343, or Armin Rahn at ext. 396.

CONCORDIA SKI CLUB:

Meeting at noon in Conference Room 3 of the Campus Centre.

ENGINEERING UNDERGRADUATE SOCIETY:

Social in the Quiet Bar of the Campus Centre from 7 to 10 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART:

"Hearts of the World" (D.W. Griffith, 1918) with Lilian & Dorothy Gish, Robert Harron, Josephine Crowell and Robert Anderson at 8:30 p.m. in H-110; \$1. SGW Campus.

NATIVE STUDENTS OF CONCORDIA:

Reception at 8:30 p.m. in H-651. SGW Campus.

STUDENT LITERARY ASSOCIATION: First general meeting in SA-200-11 (1405 Bishop—the English Dept. Lounge) at 4 p.m.. All are welcome.

Wednesday 4

LOYOLA FILM SERIES:

At 7 p.m. "Queen Christina" (Rouben Mamoulian, 1933), with Greta Garbo and John Gilbert. At 9 p.m. "The Gay Divorcée" (Mark Sandrich, 1943), with Fred Astaire and Ginger Rogers. Each film is \$1, in F.C. Smith Auditorium.

THEATRE:

As evening of two one-act plays at the Loyola campus Chameleon Theatre—Pirandello's "The Man With The Flower In His Mouth" and Shaw's "How He Lied To Her Husband". Tickets are \$1, and are available at both campuses from October 2: at the Hall Building Information Desk (879-2852) weekdays between 9 a.m. and 5 p.m. and at the Chameleon Theatre box office (482-0789) weekdays from noon to 1 p.m. and 6 to 9 p.m. and weekends from 1 to 9 p.m. Curtain time is 8 p.m.

COMMERCE FACULTY:

Reception in the Main Lounge of the Campus Centre from 4 to 7 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Der Letzte Mann" (F.W. Murnau, 1924) (Silent) with Emil Jannings, Maly Delschaft and Max Hiller at 8:30 p.m. in H-110; \$1. SGW Campus.

CONCORDIA CUSO CLUB: Information meeting on *Education in the Third World* at 8 p.m., 4824 Côte des Neiges. For more information call 735-4561.

Thursday 5

THEATRE:

See Wednesday 4.

CAMPUS CENTRE:

Disco Pub with "Friendly Giant" at 8 p.m.

CONSERVATORY OF CINEMATOGRAPHIC ART:

"Champagne" (Alfred Hitchcock, 1928) with Betty Balfour, Gordon Harker and Ferdinand von Alten at 7 p.m.; "Murder" (Alfred Hitchcock, 1930) with Herbert Marshall, Norah Baring, Phyllis Konstam and Edward Chapman at 9 p.m. in H-110; \$1 each. SGW Campus.

Friday 6

THEATRE:

See Wednesday 4.

SENATE:

Special (open) meeting at 2 p.m. in the Conference Room of the P.S.B.G.M. (corner Fielding and Cote St. Luc Rd.).

CAMPUS CENTRE:

Disco Pub with "Jason & Co." at 8 p.m.

DOCTORAL THESIS EXAMINATION: Omair Ahmad, Ph.D. student in Engineering, on "Synthesis of a Class of Multivariable Network Functions as Cascade of Single-Variable Lossless Tow-Ports" at 10 a.m. in H-762, Hall Bldg., SGW Campus. All Concordia faculty and graduate students are invited to attend.

FINE ARTS FACULTY COUNCIL: Meeting at 9:30 a.m. in H-769, SGW Campus.

MUSLIM STUDENTS ASSOCIATION (SGW CAMPUS): Friday prayers at 1:15 p.m. in H-333-5.

ART GALLERIES: Opening of the exhibition *Ozias Leduc the Draughtsman*, 4:30-8:30 p.m., on the mezzanine, Hall Bldg., SGW Campus.

Notices

BOWLING:

The Campus Centre's Programme Office is looking for any departments, associations or groups interested in joining a campus-wide bowling league this fall. Each group should submit a minimum of one team (5 players) by calling 482-0320, ext. 330. Tentative plans are to bowl one night a week, possibly Tuesdays at 7 or 9 p.m. Cost would be approximately \$2.50 per person for 3 games at the Rose Bowl Lanes.

CAMPUS CENTRE BOARD OF DIRECTORS: Seeks applicants for two seats open to part-time students. Any part-time student currently registered at the Loyola campus and who does not hold an executive post in a major organization is eligible. Applications are available at the Dean of Students Office (AD-135) or at the Campus Centre. Deadline for application is October 6, 1978.

RECEPTION PERMITS:

Anyone planning to serve liquor on university property must apply for a reception permit by the tenth of the month previous to that in which the reception is planned. At Loyola campus, students apply to the Dean of Students Office in AD-135, and faculty and staff to the Conference and Information Centre Office in HH-102. At SGW campus, everyone may apply to Jack Hopkins in the Dean of Students Office, H-405.

CONCORDIA YEARBOOK:

Students interested in participating in the

production of the 1979 yearbook are asked to leave their name and number at: SGW campus—the DSA office (H-637) c/o Mike Wiemann; Loyola campus—Student Services (AD-135) c/o Mark Breton.

TRANSCRIPTS OFFICE: (LOYOLA)

To graduating students (spring and fall, 1979): Applications for degrees, diplomas and certificates must be completed and returned to the Transcripts Office (CC-213) during regular office hours. From 5 to 8:30 p.m., they may be taken to the Registration Office (CC-214), Mondays through Thursdays only. Deadline for application is November 15, 1978.

QUEBEC LOANS AND BURSARIES:

Deadline for application for Quebec loans and bursaries is September 30. Apply to the Financial Aid Office at Loyola (AD-126) or to H-405 at SGW.

STUDENT IDENTIFICATION (LOYOLA):

Student IDs are available at the Registration Office, CC-214, from 3 to 8 p.m., Mondays through Thursdays. Stickers for old IDs are now being given out in CC-214. Please carry your student ID card at all times. It is necessary for taking books out of the library, for obtaining records, etc.

GETTING IN TOUCH:

If you are interested in meeting for 2 hours a week for 4 weeks (1st term), contact Irene Devine in the Dean of Students Office (AD-135, Loyola campus), or call 482-0320, ext. 343. This is an opportunity for you to explore different ways of improving the quality of your interpersonal relationships.

CANADA MANPOWER CENTRE (LOYOLA):

Graduating students—A list of employers is now available at CMC (6935 Sherbrooke West). The list is also posted in the Student Services area, the Cloran Building, the Bryan Building and the Drummond Science Building. Sign up now for a booking appointment at CMC if you wish to see any of these employers.

Summer Jobs—A list of employers recruiting on campus for summer jobs is now available at CMC and at the areas listed above. See Louise in CMC for details.

Jobs

Advertising Assitant—Advertising Department Duties:

To perform varied duties in the University's Advertising Department, including copywriting, lay-out work and print production supervision. Qualifications:

Previous experience in advertising copywriting or journalism is mandatory. A bachelor's degree is preferred and experience in design, type and print production is highly desirable. Bilingualism would be an asset.

Interested candidates are invited to submit applications in writing or to contact the Personnel Officers listed below: Shelly Blick at 879-8116 or Helen Raspin at 879-4521.

Classified

SKI PASS 78-79 at Auberge Yvan Coutu Ste-Marguerite, Que., near Ste-Adèle. Value \$148.50. Will sell for \$70.00. Call Pat at 879-2869 (day).

Events and notices should be sent to Maryse Perraud (BC-213) at 879-8498-99 (Sir George Williams Campus) and Louise Ratelle (AD-105) at 482-0320, local 689 (Loyola Campus) no later than Monday noon for Thursday publication.